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Excelsior College Examination
Content Guide for

**Occupational Strategies
in Nursing**

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Important information to help you prepare for this Excelsior College Examination

General Description of the Examination

The Occupational Strategies in Nursing examination measures knowledge and understanding of the roles and functions of the associate degree nurse within the occupation of nursing. Content includes the health care delivery system; the interdisciplinary health team; and the legal, ethical, and educational aspects of current nursing practice. The influences of nursing history, nursing organizations, and licensure on the associate degree nurse's function in the delivery of care are considered.

■ Uses for the Examination

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. The examination satisfies part of the nursing component of the Excelsior College Associate Degrees in Nursing. Other colleges and universities also recognize this examination as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score. Before taking the examination, you should check with the institution from which you wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit.

■ Examination Length and Scoring

The examination consists of approximately 120 four-option multiple-choice questions, some of which are unscored, pretest questions. You will have three (3) hours to complete the examination. Since you will not be able to tell which questions are being pretested, you should do your best on all of them. Scores are based on ability level as defined in the item response theory (IRT) method of exam development, rather than simply on your total number of correct answers. Your score will be reported as a letter grade.

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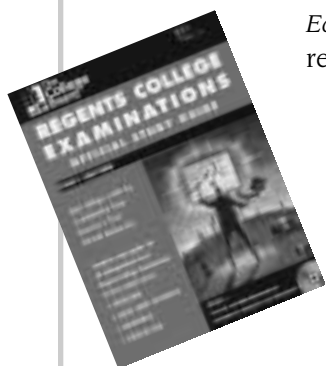
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for Excelsior College Examinations

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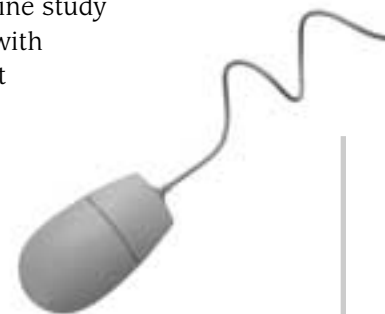
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Examination Objectives

You will be expected to demonstrate the ability to:

1. evaluate historical and current trends and issues for their relevance to current and future nursing practice;
2. evaluate the impact of social, cultural, legislative, economic, and educational factors on the health care delivery system;
3. describe current practices and trends in the delivery of health care services;
4. apply ethical and legal concepts to nursing practice;
5. apply a continuous quality improvement model to nursing practice;
6. describe the roles and responsibilities of the associate degree nurse in relation to the client and to other providers to the health care delivery system;
7. use identified strategies to improve effectiveness in nursing practice.

Content Outline

The major content areas on the examination and the percent of the examination devoted to each content area are listed below.

CONTENT AREA	PERCENT OF THE EXAMINATION
I. Forces Influencing the Development of Nursing Practice	10%
II. The Health Care Delivery System	15%
III. Framework for Nursing Practice	50%
IV. Delivery of Nursing Care by the Associate Degree Graduate	25%
Total	100%

I. Forces Influencing the Development of Nursing Practice (10%)

A. World events and trends

1. Religion and religious orders (for example: the Reformation, deaconesses, Sisters of Mercy, Sisters of Charity, Benedictine order)
2. Wars (for example: Crimean War, American Civil War, World War I, World War II)
3. Socioeconomic factors (for example: the Industrial Revolution, immigration, women's movement, labor movements)
4. Changes in nursing education (for example: Nurse Cadet Corps, Nurse Training Act)

- B. Major contributions of significant leaders in nursing (Clara Barton, Dorothea Dix, Virginia Henderson, Mary Mahoney, Mildred Montag, Florence Nightingale, Melinda Ann [Linda] Richards, Isabel Hampton Robb, Lillian Wald)**

C. Significant studies

1. *Nursing and Nursing Education in the United States* (Goldmark Report 1923)
2. *Nursing for the Future* (Brown Report 1948)
3. *Community College Education for Nursing* (1959)
4. *Study of Credentialing in Nursing: A New Approach* (1979)

5. National Commission on Nursing study (1983)
6. *Health Professions Education for the Future: Schools in Service to the Nation* (1993)

D. Nursing organizations—origin, membership, purposes and functions, publications, impact on nursing

1. American Nurses Association (ANA)
 2. International Council of Nurses (ICN)
 3. National League for Nursing (NLN)
 4. American Academy of Nursing (AAN)
 5. National Council of State Boards of Nursing
 6. National Student Nurses Association (NSNA)
 7. National Organization for the Advancement of Associate Degree Nursing (NOAADN)
 8. Organizations representing members of historically underrepresented groups
 9. Clinical specialty organizations (for example: operating room nurses, industrial nurses)
2. Cultural/Spiritual
 - a. Communication processes (for example: language barriers, body language)
 - b. Health practices (for example: perception of illness, cultural healers, use of traditional remedies, religious sanctions and restrictions, nutritional restrictions)
 - c. Valued behaviors (for example: territoriality, privacy, stoicism)
 3. Economic
 - a. Cost containment (for example: preventive services, rationing of health care, prospective payment systems, community-based care, diagnosis-related groups [DRGs], managed care)
 - b. Health care financing
 - 1) Personal payment or fee for service
 - 2) Workers' compensation
 - 3) Medicare
 - 4) Medicaid
 - 5) Capitation funding (capitated payment) (for example: HMOs, preferred provider organizations [PPOs])

II. The Health Care Delivery System (15%)

A. Factors influencing the current system

1. Social
 - a. Changing roles (for example: family roles, single-parent family, working parents, adolescent parents, female-male roles)
 - b. Changing demographic patterns (for example: increase in the aging population, shift from rural to suburban to urban, shift in immigrant populations, increase in low-income groups)
 - c. Health problems related to changing lifestyles (for example: substance abuse, violence, acquired immunodeficiency syndrome [AIDS], sexually transmitted diseases [STDs], persons who are homeless or displaced)
2. Legislative
 - a. Legislation — local, state, federal
 - b. Strategies to affect the legislative process (for example: political awareness, negotiating, lobbying, letter writing, testifying, networking)
 - 1) By the individual nurse
 - 2) By professional organizations (for example: ANA-PAC, NLN, state nursing associations)
 - 3) By special interest groups (for example: tobacco industry, labor unions, insurance companies)
3. Educational
 - a. Consumer awareness (for example: participation in self-care, health promotion, expectations for accountability)

- b. Diversity in the educational background of the consumer (for example: persons who are illiterate, persons who are highly educated)

- 6. Technological (for example: computerization, lasers, imaging, diagnostic techniques)

B. Current practices and trends in delivery of services

- 1. Organization and administration
 - a. Levels of health care delivery
 - 1) Primary care
 - 2) Secondary care
 - 3) Tertiary care
 - b. Regulatory agencies
 - 1) Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
 - 2) Health Care Financing Administration (HCFA)
 - 3) Community Health Accreditation Program (CHAP)
 - 4) State health departments
- 2. Types of facilities
 - a. Ambulatory care facilities (for example: community health centers, wellness centers, health maintenance organizations [HMOs], clinics)
 - b. Hospitals (for example: government, nonprofit, proprietary)
 - c. Long-term care facilities
 - d. Home health care agencies
 - e. Other types of facilities/services (for example: hospice, rehabilitation centers, respite, day care)
- 3. The interdisciplinary health team
 - a. Composition
 - b. Functions and responsibilities of each member
 - c. Interdependence and collaboration among members

III. Framework for Nursing Practice (50%)

A. Total quality management/continuous quality improvement

- 1. Standards of nursing practice
 - a. *ANA Standards of Clinical Nursing Practice*
 - b. Specialty organization practice standards
 - c. Other standards (for example: health care agencies, professional literature)
- 2. Mechanisms for total quality management/continuous quality improvement
 - a. Outcome achievement (critical pathways)
 - b. Peer review
 - c. Record audit
 - d. Certification of nurses
 - e. Documentation
 - f. Utilization review
 - g. Risk management
 - h. Research utilization
 - i. Consumer involvement

B. Ethical aspects of nursing practice

- 1. Values clarification
 - a. Personal values
 - b. Codes of ethics
 - 1) *ANA Code for Nurses*
 - 2) *ICN Code for Nurses (1973)*
 - c. *Nursing: A Social Policy Statement (ANA) 1980*
- 2. Rights and responsibilities in health care
 - a. Consumers' rights (for example: the American Hospital Association's [AHA] *A Patient's Bill of Rights*, informed consent, living wills, autonomy/right to self-determination)

- b. Nurse's responsibilities (for example: personal, professional, patient advocacy)
- 3. Process of making ethical decisions
- 4. Ethical theories (for example: utilitarianism, deontology, caring)
- 5. Ethical principles (for example: justice, beneficence, autonomy, nonmaleficence, obligations, veracity, fidelity, confidentiality)
- 6. Ethical issues in nursing practice (for example: informed consent, code/no code decisions, abortion, organ transplants, privacy and confidentiality, gene therapy, euthanasia, right to die, nutrition/hydration, diagnostic tests, reporting illegal and unethical conduct)
- 7. Personal and professional accountability
 - a. Ethical committees
 - b. Application of the ANA *Code for Nurses* in practice

C. Legal liability affecting nursing practice

- 1. Types of laws
 - a. Civil vs. criminal
 - b. Statutory vs. common and case law
- 2. Civil law
 - a. Torts (intentional and unintentional)
 - 1) Negligence
 - 2) Malpractice
 - 3) Assault and battery
 - 4) Invasion of privacy (confidentiality)
 - 5) Privileged communication
 - 6) Fraud
 - 7) Defamation of character (slander, libel)
 - 8) False imprisonment (for example: restraining)
 - 9) Abandonment
 - 10) Breach of duty

- b. Contracts
 - 1) Elements of a valid contract
 - 2) Rights and responsibilities of the nurse in a contractual situation
 - 3) *Respondeat superior*
 - c. Legal documents (for example: wills, consent forms, health care records, advance directives)
 - d. Patient Self-Determination Act
- 3. Criminal law
 - a. Criminal negligence
 - b. Patient abuse (for example: physical and psychological abuse)
 - c. Assisted suicide
- 4. Statutory law
 - a. Licensure
 - 1) Purpose
 - 2) Legal source—nurse practice acts
 - 3) Implementation
 - a) Current requirements
 - b) Licensure by endorsement
 - c) Grounds for revocation
 - d) Role of state boards of nursing
 - 4) Developments affecting licensure legislation
 - a) Entry into practice issues
 - b) Mandatory continuing education as a condition for continuing licensure
 - c) Sunset laws
 - d) Institutional licensure
 - b. Federal statutes (for example: controlled substance acts, Freedom of Information Acts, Omnibus Budget Reconciliation Act [OBRA] of 1987)
 - c. Nurse's responsibility
 - 1) Good Samaritan laws
 - 2) Reporting requirements related to the abuse of children and adults
 - 3) Expert witness

D. Educational aspects of nursing practice

1. Outcomes of academic nursing education programs
 - a. Practical/vocational
 - b. Diploma
 - c. Associate degree
 - d. Baccalaureate degree (generic and RN programs)
 - e. Master's degree (for example: advanced practice nursing)
 - f. Doctoral degree
2. Alternative educational programs (for example: assessment programs, RN to BSN programs, articulation programs)
3. Credentialing (for example: ANA certification, other specialty groups)
4. Continuing education
5. Accreditation of academic programs (regional, NLN)

IV. Delivery of Nursing Care by the Associate Degree Graduate (25%)

A. Characteristics of a profession (for example: unique body of knowledge, specialized expertise, autonomy, service, education)

B. Foundations for associate degree practice

1. *The Education of Nursing Technicians* (1951)
2. *Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies* (1990)

C. Roles and functions of the associate degree nurse (as identified in the document in IVB2)

1. Provider of care
2. Manager of care
3. Member within the discipline

D. Organizational patterns for the delivery of nursing care

1. Case method
2. Primary nursing
3. Team nursing
4. Functional nursing
5. Case management
6. Differentiated practice
7. Shared governance

E. Strategies employed by the associate degree nurse in practice

1. Critical thinking/decision making
2. Nursing process
3. Group process
4. Communication techniques (for example: assertiveness, management information systems)
5. Conflict management
6. Time management
7. Collective bargaining
8. Delegation (for example: to LPN/LVN, to unlicensed staff, to members of other disciplines)
9. Cost containment
10. Change process
11. Leadership styles
12. Independent/dependent/collaborative interventions

Sample Questions

The questions that follow illustrate those typically found on this examination. These sample questions are included to familiarize you with the type of questions you will find on the examination. The answers can be found on the inside back cover of this guide.

1. Continuing assessment of a patient's postoperative status causes the nurse to be increasingly concerned about the patient's well-being. After several telephone calls, the physician continues to instruct the nurse to monitor the patient's status. After documenting the physician's response, the nurse should take which action?
 - 1) Continue to monitor the patient's status as directed by the physician.
 - 2) Ask another physician who is in the area to examine the patient.
 - 3) Report the breach of medical duty to the hospital's medical board.
 - 4) Inform the nursing administration of the patient's status and the physician's response.
2. What is the primary purpose of the Patient Self-Determination Act?
 - 1) to allow patients to make informed decisions about lifesaving or life-prolonging actions
 - 2) to inform patients about what types of care are available if they become incapacitated
 - 3) to educate older adults about choices available if they become critically ill
 - 4) to ensure that family members agree on the treatments given for a family member who is terminally ill
3. After receiving treatment for a hip injury, an older adult patient is recommended for transfer to a long-term care facility. The patient refuses to be transferred. Which action by the nurse best illustrates the use of ethical decision-making skills?

The nurse

 - 1) persuades the patient to agree to the transfer, since the patient has demonstrated an inability to care for herself at times.
 - 2) gathers additional information about the patient's situation, reviews possible alternatives, and discusses these options with the physician.
 - 3) discusses the situation with the physician and asks the physician to rescind the decision about the transfer.
 - 4) discusses the physician's decision with the patient's family and asks them to talk to the physician further.
4. What is the primary goal of the ANA Political Action Committee (ANA-PAC)?
 - 1) to demonstrate partisan support of a political party
 - 2) to influence legislation pertaining to health care
 - 3) to encourage nurses to take part in governmental affairs
 - 4) to provide financial support for political candidates

5. Which action by the nurse is an appropriate example of cost containment?
 - 1) removing unnecessary furniture from a patient's room
 - 2) instructing a patient to reuse a safety razor
 - 3) ordering large quantities of a new medication
 - 4) minimizing the use of disposable equipment

6. Which entry in a patient's chart provides the most factual information?
 - 1) The patient is cheerful.
 - 2) The patient is frustrated.
 - 3) The patient is lonely.
 - 4) The patient is tearful.

7. How did Mildred Montag's 1951 report, *The Education of Nursing Technicians*, change the prevailing system of nursing education?
 - 1) Baccalaureate education became the minimum requirement for entry into professional practice.
 - 2) Nursing research was added as a competency required of registered nurses.
 - 3) Nursing education moved from being predominantly an apprenticeship model to a collegiate model.
 - 4) Admission criteria to schools of nursing became more selective.

8. What impact has continuing education had on nursing?
 - 1) Nurses are more accountable for clinical competence.
 - 2) Fewer nurses are maintaining their licensure.
 - 3) More inactive nurses have returned to active employment.
 - 4) The incidence of burnout in nurses has decreased.

9. Which assignment pattern is an example of primary nursing?
 - 1) The nursing assistant bathes the assigned patients and the RN provides all treatments.
 - 2) The LPN/LVN administers medications to the assigned patients while the RN makes assessments and attends physicians' rounds.
 - 3) The RN gives complete care to the assigned patients and directs their care for their entire hospitalization.
 - 4) The RN works with the LPN/LVN to provide care to the assigned patients.

10. Which patient would be best suited to use the services of a day-care center?
 - 1) a six-year-old patient who is undergoing an appendectomy
 - 2) a 35-year-old patient who is being screened for tuberculosis
 - 3) a 40-year-old patient who has diabetes mellitus
 - 4) an 80-year-old patient who has Alzheimer's disease

11. At the request of the family of a 78-year-old patient, the physician does not inform the patient about the medical diagnosis. Which action by the nurse would be appropriate?
 - 1) Ensure that the request of the patient's family is honored.
 - 2) Refer any questions the patient may have about the diagnosis to the physician.
 - 3) Discuss the patient's right to know about the diagnosis with the physician.
 - 4) If the patient requests information, then inform the patient about the diagnosis.

12. Which function is a graduate of an associate degree nursing program prepared to assume?
- 1) managing a nursing unit in an acute care setting
 - 2) leading a team composed of RNs and LPN/LVNs
 - 3) caring for a caseload of patients who require respirator care in their homes
 - 4) providing care in a primary care setting for a group of patients who have had strokes
13. Which historical event focused attention on the need for hospitals, surgeons, and nurses in the United States?
- 1) Civil War
 - 2) Depression
 - 3) Industrial Revolution
 - 4) Revolutionary War
14. What is the purpose of the ANA *Standards of Clinical Nursing Practice*?
- 1) to provide guidelines for nursing education
 - 2) to establish requirements for nursing licensure
 - 3) to improve the practice of nursing
 - 4) to promote unity within the nursing profession
15. Why should nurses participate in campaigns of writing letters to legislators about health care issues?
- 1) Nurses have exclusive knowledge of matters relating to nursing care.
 - 2) Nurses' opinions are highly regarded by legislators.
 - 3) Nurses have valuable expertise in a specific aspect of health care.
 - 4) Nursing licensure is dependent upon active communication between nurses and elected representatives.
16. Which organization provides voluntary accreditation for nursing education programs?
- 1) American Hospital Association
 - 2) American Nurses Association
 - 3) National League for Nursing
 - 4) National Council of State Boards of Nursing
17. A staff nurse is confronting the issue of euthanasia and seeks the nurse manager's guidance. Through discussion, the manager allows the staff nurse to decide on the course of action. The manager is using which process to foster ethical nursing practice?
- 1) appeal to conscience
 - 2) modeling
 - 3) reflecting
 - 4) values clarification
18. Which action will help protect the nurse from allegations of professional liability?
- 1) following physicians' orders explicitly
 - 2) adhering to institutional standards of practice
 - 3) acting consistently according to personal values
 - 4) accepting responsibility as a patient advocate
19. Mildred Montag is recognized for having made which important contribution to nursing education?
- 1) She developed a uniform educational model for professional nursing.
 - 2) She provided the framework for the establishment of associate degree programs.
 - 3) She clearly identified the distinctions between professional and technical education.
 - 4) She succeeded in securing major federal funding for nursing education projects.

20. A patient is hospitalized with severe hypertension. During the hospitalization, a registered nurse monitors care for the patient and consults with the attending physician and appropriate staff to arrange for home care services for the patient upon discharge. The nurse also visits the patient after discharge to ensure that all needs are being met. This situation is an example of which method of nursing care delivery?
- 1) managed care
 - 2) case management
 - 3) primary nursing
 - 4) team nursing
21. Which example illustrates application of the differentiated practice pattern of nursing care delivery?
- 1) employing graduates of different types of nursing programs for the same type of work
 - 2) assuring that practice competencies in the workplace are consistent with expected competencies of different nursing programs
 - 3) providing opportunity for graduates from different types of nursing programs to care for patients in both the hospital and home care setting
 - 4) providing financial support to associate degree nursing graduates who are pursuing advanced education
22. The registered nurses on a medical unit develop and implement a new flow sheet to improve the charting system on the unit. Another registered nurse who was on vacation when the new flow sheet was developed refuses to use it. Which is the most likely reason for this nurse's resistance to change?
- 1) lack of involvement in the decision-making process
 - 2) lack of research to indicate the need for the change
 - 3) increase in the amount of paperwork to be completed
 - 4) lack of familiarity with the new forms being used
23. The nurse forgets to remove a heat lamp used in the treatment of a patient's pressure ulcer. As a result, the patient receives a minor burn. What is the nurse liable for?
- 1) assault
 - 2) battery
 - 3) criminal negligence
 - 4) malpractice
24. What is the nurse's responsibility when serving as a witness to a patient's will?
- 1) to ensure that the patient is of sound mind before signing the will
 - 2) to record the names of those present when the will is signed
 - 3) to chart the patient's mental and physical condition when the will is signed
 - 4) to confirm that the will has been drawn up by an attorney
25. What is the purpose of nursing certification?
- 1) to confirm that nurses have skills in a specialty area
 - 2) to ensure safe nursing care for the public
 - 3) to license nurses to practice nursing
 - 4) to identify minimum standards for nursing practice

Learning Resources for this Exam

The study materials listed are recommended by Excelsior College as the most appropriate resources to help you study for the examination. Those listed as Recommended Resources are essential to your understanding of the content. The Additional Resources may provide clarification for some of the topics on the content outline, or provide enrichment in areas of interest.

This exam is one of seven (7) written examinations required of students in the Excelsior College associate degree programs in nursing:

- Nursing Concepts 1
- Nursing Concepts 2
- Nursing Concepts 3
- Differences in Nursing Care: Area A (modified)
- Differences in Nursing Care: Area B
- Differences in Nursing Care: Area C
- Occupational Strategies in Nursing

Important: The examinations in Commonalities in Nursing Care: Areas A and B have been withdrawn and the examination in Differences in Nursing Care: Area A will exist in a modified form only through September 30, 2001, after which it will be replaced with Nursing Concepts 4. Students in the Excelsior College AAS(n) and AS(n) degree programs who have not completed Commonalities A and B and Differences A by September 30, 2000 will be required to complete Nursing Concepts 1, 2, and 3 and the modified Differences A—and enroll by February 1, 2001—to use any old-series examinations toward completion of their degree. The current examination in Differences B will be replaced in October 2001 by Nursing Concepts 5, and the examinations in Differences C and Occupational Strategies will be replaced in October 2002 by Nursing Concepts 6 and 7.

If you are planning to take several of the associate degree nursing examinations, you will need to begin building a library of nursing textbooks. For this examination, you should obtain one textbook from each of the following nursing practice areas: fundamentals and professional nursing issues. Additional textbooks on professional issues will supplement your study. You may want to arrange to have access to textbooks in these areas.

For information on ordering from the Excelsior College Bookstore, see p. 2. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Recommended Resources

Textbooks

The examination development committee recommends that you obtain the Kelly textbook listed below for use in preparing for the examination. You will also want to refer to your fundamentals of nursing textbook. For your convenience, the recommended Fundamentals textbooks and accompanying study guides are listed here as well. NOTE: If you will be taking the Nursing Concepts exam series, you should choose the Kozier text for your Fundamentals reference.

Professional Nursing Issues

Kelly, L.Y., & Joel, L.A. (1999). *Dimensions of professional nursing* (8th ed.). New York: McGraw Hill.

This textbook is a classic reference for professional issues in nursing. The content is very readable, and diagrams and exhibits are used where appropriate. Headings and subheadings help students locate content easily.

Fundamentals of Nursing

Kozier, B., Erb, G., Blais, K.C., & Wilkinson, J. (2000). *Fundamentals of nursing: Concepts, process, and practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

This textbook makes extensive use of tables and charts. Key concepts are highlighted in boxes. Clinical problems are presented in critical-thinking boxes. Many full-color pictures are presented throughout the text, making it appealing and easy to read. Each chapter begins with learning objectives and ends with a table of chapter highlights and a suggested reading and reference list.

Study Guide:

Van Leuven, K. (2000). *Study guide for Fundamentals of nursing: Concepts, process, and practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

This study guide accompanies the textbook by Kozier et al. It consists of a series of review exercises arranged by chapters as identified in the textbook. It presents a useful way to validate your understanding of the material in the textbook.

OR

Potter, P., & Perry, A. (1997). *Fundamentals of nursing: Concepts, process, and practice* (4th ed.). St. Louis: Mosby.

This text features a clear, engaging writing style. The text carefully integrates full-color photos with the material presented. Bold headings make the text easy to follow. The nursing process is used as the organizing framework for clinical content. Each chapter begins with learning objectives and ends with tables of key concepts, key terms, and critical-thinking exercises.

Study Guide:

Ochs, G. (1997). *Study guide to accompany Fundamentals of nursing: Concepts, process, and practice* (4th ed.). St. Louis: Mosby.

Additional Resources

The following resources are suggested to supplement your understanding of the material presented in the recommended resources. These resources include textbooks, journal articles, and audiovisual materials. They were selected because they are current and relevant to the content to be tested by this examination. You are encouraged to read widely, and you may find other textbooks, articles, or audiovisual resources to be of interest. These additional resources are an important supplementary learning activity because they address issues that are of interest to practicing nurses and provide “real world” examples of how the theory in textbooks can be applied to actual clinical situations.

You should be able to find many of these resources at a nearby school of nursing library, college library, or hospital library. You might also find them at your state nurses’ association library. In addition, your local public librarian may be able to assist you with an interlibrary loan request. It is not necessary to purchase these resources.

Textbooks

The textbooks below may provide further clarification or enrichment in specific content areas.

Aiken, T., with Cataldo, J. (1994). *Legal, ethical, and political issues in nursing*. Philadelphia: F.A. Davis.

This textbook presents in-depth content on legal, ethical, and political issues that affect nursing. Every chapter contains case studies, points to remember, and important information highlighted in boxes.

Ellis, J., & Hartley, C. (1995). *Nursing in today's world*. (5th ed.). Philadelphia: J.B. Lippincott.

This textbook presents a comprehensive overview of nursing education, legal and ethical issues, the health care delivery system, and nursing organizations. Each chapter includes critical-thinking activities and key concepts.

Hanston, R., & Washburn, M. (1994). *Clinical delegation skills*. Gaithersburg, MD: Aspen.

This textbook presents in-depth content on the art of delegation. Included is content related to skills required for effective delegation, personal barriers to effective delegation, and communication skills necessary for effective delegation. Evaluation, feedback, and conflict resolution are also addressed.

Harrington, N., Smith, N., & Spratt, W. (1996). *LPN to RN transitions*. Philadelphia: J.B. Lippincott.

This textbook builds nicely on the content learned in licensed practical/vocational nursing programs, and it points out the similarities and differences in nursing practice. The book is designed for use with individual students in an independent study format. All chapters include learning objectives and key terms. Critical-thinking exercises are presented at the end of each chapter to challenge students to evaluate their learning. Topics covered include critical thinking, managing client systems, managing client care, legal and ethical issues, and professional responsibilities.

Tappen, R. (1995). *Nursing leadership and management: Concepts and practice* (3rd ed.). Philadelphia: F.A. Davis.

This textbook presents in-depth content on leadership and management. Strategies such as time management, change, communication, and conflict resolution are well presented.

Journal Articles

Because knowledge in nursing and health care is changing at a remarkable rate, textbooks are unable to keep pace with these rapid changes. Journal articles provide the most current information on nursing practice issues. Thus, keeping up with professional journals is especially important as you prepare for this examination. You may want to review nursing journals from this year to locate more current articles.

I. Forces Influencing the Development of Nursing Practice

- Backer, B. (1993). Lillian Wald: Connecting caring with activism. *Nursing & Health Care*, 14(3), 122–129.
- Calhoun, J. (1993). The Nightingale pledge: A commitment that survives the passage of time. *Nursing and Health Care*, 14(3), 130–136.
- Cook, P.R. (1995). Isabel Stewart, nursing education leader. *Nursing and Health Care*, 16(1), 20–23.
- Keeling, A.W., & Ramos, M.C. (1995). The role of nursing history in preparing nursing for the future. *Nursing & Health Care*, 16(1), 24–29.
- Macrea, J. (1995). Nightingale's spiritual philosophy and its significance for modern nursing. *Image*, 27, 8–14.
- Minkowski, W.L. (1992). Women healers of the Middle Ages: Selected aspects of their history. *American Journal of Public Health*, 82(2), 288–295.
- Montag, M. (1991). Nursing: Then and now. *Advanced Clinical Care*, 6(4), 12–18.
- Pitts Mosley, M.O. (1995). Mabel K. Staupers: A pioneer in professional nursing. *Nursing and Health Care: Perspectives on Community*, 16(1), 12–17.

II. The Health Care Delivery System

- Aiken, L. (1995). Transformation of the nursing workforce. *Nursing Outlook*, 43(5), 201–209.
- Anderson, A. (1996). Nursing clinics in urban settings. *Home Healthcare Nurse*, 14(7), 543–546.
- Burgel, B. (1994). Occupational health: Nursing in the workforce. *Nursing Clinics of North America*, 29(3), 293.
- Calfee, B. (1996, February). Labor laws: Working to protect you. *Nursing* 96, 34–39.
- Carter, J. (1996). Can hospice care be provided to people who live alone? *Home Healthcare Nurse*, 14(9), 711–716.
- Chafey, K. (1996). Caring is not enough. Ethical paradigm for community-based care. *Nursing and Health Care*, 17(1), 11–15.
- Dracup, K. (1996, February). Clinical practice guidelines. *Nursing* 96, 41–47.
- Dunham-Taylor, J., Marquette, R.P., & Pinczak, J. (1996). Surveying capitation. *American Journal of Nursing*, 96(3), 26–29.
- El-Sherif, C. (1996, January). How to collaborate with nurse practitioners. *Nursing* 96, 64.
- Fondiller, S., & Nerone, B.J. (1996). Preparing for nursing's future. *American Journal of Nursing*, 96(9).
- Gerber, D., & McGuire, S. (1995). Understanding contemporary health and welfare services. The Social Security Act of 1935 and the Public Health Service Act of 1994. *Nursing Outlook*, 43(6), 266–272.
- Grossman, D. (1996). Cultural dimensions in home health nursing. *American Journal of Nursing*, 96(7), 33–36.
- Hadley, E. (1996). Nursing in the political and economic marketplace: Challenges for the 21st century. *Nursing Outlook*, 44(1) 6–10.
- Hall-Long, B. (1995). Nursing's past, present and future political experiences. *Nursing and Healthcare: Perspectives on Community*, 16(1), 24–28.
- Malone-Rising, D. (1994). The changing face of long term care. *Nursing Clinics of North America*, 29(3), 417–429.
- Mandell, M. (1995). What to expect of your malpractice attorney. *American Journal of Nursing*, 95(11), 29–31.
- Shindul-Rothschild, J., Berry, D., & Long-Middleton, E. (1996). Where have all the nurses gone? Final results of our patient care survey. *American Journal of Nursing*, 96(11), 25–39.

III. Framework for Nursing Practice

- Berrio, M.W., & Levesque, M.E. (1996). Advance directives: Most patients don't have one. Do yours? *American Journal of Nursing*, 96(8), 25–29.
- Brooten, D. (1995). Nurses' effect on changing patient outcomes. *Image*, 27(2), 95–99.
- Davis, A. et al. (1995). Nurses' attitudes toward active euthanasia. *Nursing Outlook*, 43(5), 174–179.
- Fiesta, J. (1995). Home care liability. *Nursing Management*, 26(11), 24–26.
- Greer, A., Crismon, C., Waddell, L., & Fitzpatrick, O. (1995). Are you at risk for disciplinary action? *American Journal of Nursing*, 95(7), 36–42.
- Lang, N.M. (1995). Quality assurance: The foundation of professional care. *The Journal of the American Nurses Association*, 26(1), 48–50.
- Mohr, W. (1996). Ethics, nursing and health care in the age of reform. *Nursing and Healthcare*, 96(1), 16–21.
- Ott, B. (1995). The human genome project: An overview of ethical issues and public policy concerns. *Nursing Outlook*, 43(5), 228–231.
- Richman, D., & Valentini, S.M. (1995). Legally speaking: If you're asked to be a health care proxy. *RN*, 58(11), 51–55.
- Simpson, R. (1995). Ethics in the information age. *Nursing Management*, 26(11), 20–21.
- Vergara, M., & Lynn-McHale, D. (1995). Withdrawing life support: Who decides? *American Journal of Nursing*, 95(11), 47–49.
- Weinstein, L. (1995). The right to refuse treatment. *American Journal of Nursing*, 95(8), 52–53.
- Zonsus, M., & Murphy, M. (1995). Use of total quality management sparks staff nurse participation in continuous quality improvement. *Nursing Clinics of North America*, 30(11), 1–12.

IV. Delivery of Nursing Care by the Associate Degree Candidate

- Badger, J. (1995). Tips for managing stress on the job. *American Journal of Nursing*, 95(9), 31–33.
- Boynton, D. (1995). Start managing change: Supporting new patient care models. *Nursing Economics*, 13(3), 166–173.
- Cullen, A. (1995). Burnout: Why do we blame the nurse? *American Journal of Nursing*, 95(11), 23–27.
- Gorden, S., & Grady, E. (1995). What's in a name? *American Journal of Nursing*, 95(8), 31–33.
- Grensing-Pophal, L. (1995, November). Dealing with co-worker conflicts. *Nursing* 95, 78–81.
- Huston, C. (1996). Unlicensed assistive personnel: A solution to dwindling health care resources or a precursor to the apocalypse of Registered Nursing? *Nursing Outlook*, 44(2), 67.
- Kersbergen, A. (1996). Case management: A rich history of coordinating care to control costs. *Nursing Outlook*, 4(4), 169–172.
- King, M., & Weston, L. (1995, August). How to organize a nursing portfolio. *Nursing* 95, 79–81.
- Laino-Curren, D. (1995, July). Choosing your mentor. *Nursing* 96, 78–79.
- Manion, J. (1995). Understanding the seven stages of change. *American Journal of Nursing*, 95(4), 41–43.
- Parkman, C. (1996). Delegation: Are you doing it right? *American Journal of Nursing*, 96(9), 43–47.
- Stark, J. (1995, November). Critical thinking: Taking the road less traveled. *Nursing* 95, 53–56.
- Zimmerman, P. (1995, September). 10 tips for a top interview. *Nursing* 95, 83–85.

Content/Reference List

Listed below are the chapters in the recommended resources that cover the material in each content area. The list may help you locate the topics in the content outline. The list is not intended to be comprehensive. To cover all of the material in this study guide, you may need to refer to other chapters in the reference textbooks. Chapter numbers and titles may differ in subsequent editions.

I. Forces Influencing the Development of Nursing Practice

Kelley & Joel (8th ed., 1999)

- Ch. 1 – Care of the Sick: A Historical Overview
- Ch. 2 – The Influence of Florence Nightingale
- Ch. 3 – The Evolution of the Trained Nurse, 1873–1903
- Ch. 4 – The Emergence of the Modern Nurse, After 1904
- Ch. 5 – Major Studies of the Nursing Profession
- Ch. 23 – Organizational Procedures and Issues
- Ch. 24 – National Student Nurses' Association
- Ch. 25 – American Nurses Association
- Ch. 26 – The Tri-Council for Nursing
- Ch. 27 – Other Nursing and Related Organizations in the United States
- Ch. 28 – Major International Organizations

Kozier et al. (6th ed., 2000)

- Ch. 1 – Historical and Contemporary Nursing Practice

Potter & Perry (4th ed., 1997)

- Ch. 13 – Profession of Nursing

II. The Health Care Delivery System

Kelly & Joel (8th ed., 1999)

- Ch. 4 – The Emergence of the Modern Nurse, After 1904
- Ch. 6 – The Impact of Social and Scientific Changes
- Ch. 7 – Health Care Delivery: Where
- Ch. 8 – Health Care Delivery: Who
- Ch. 18 – The Legislative Process
- Ch. 19 – Major Legislation Affecting Nursing

Kozier et al. (6th ed., 2000)

- Ch. 2 – Nursing Education and Research
- Ch. 6 – Health Care Delivery Systems
- Ch. 13 – Culture and Ethnicity
- Ch. 14 – Spirituality

Potter & Perry (4th ed., 1997)

- Ch. 2 – The Health Care Delivery System
- Ch. 21 – Cultural Diversity
- Ch. 25 – Spiritual Health

III. Framework for Nursing Practice

Kelly & Joel (8th ed., 1999)

- Ch. 9 – Nursing as a Profession
- Ch. 10 – Professional Ethics and the Nurse
- Ch. 12 – Major Issues and Trends in Nursing Education
- Ch. 13 – Programs in Nursing Education
- Ch. 14 – Nursing Research: Status, Problems, and Issues
(read section on Research into Practice)
- Ch. 17 – An Introduction to Law
- Ch. 20 – Licensure and Health Care Credentialing
- Ch. 21 – Nursing Practice and the Law
- Ch. 22 – Health Care and the Rights of Patients

Kozier et al. (6th ed., 2000)

- Ch. 4 – Legal Aspects of Nursing
- Ch. 5 – Values, Ethics, and Advocacy
- Ch. 20 – Implementing and Evaluating

Potter & Perry (4th ed., 1997)

- Ch. 16 – Research
- Ch. 18 – Values
- Ch. 19 – Ethics
- Ch. 20 – Legal Issues

IV. Delivery of Nursing Care by the Associate Degree Graduate

Kelly & Joel (8th ed., 1999)

- Ch. 9 – Nursing as a Profession
- Ch. 15 – Opportunities in Modern Nursing
- Ch. 16 – Leadership for an Era of Change

Kozier et al. (6th ed., 2000)

- Ch. 6 – Health Care Delivery Systems
- Ch. 16 – Critical Thinking and the Nursing Process
- Ch. 27 – Leading, Managing, and Influencing Change

Potter & Perry (4th ed., 1997)

- Ch. 17 – Leadership and Management

Notes

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Key To Sample Questions

Question	Key	Content Area ¹	Question	Key	Content Area ¹
1	4	IIIB2	14	3	IIIA1
2	1	IIIC2	15	3	IIA4
3	2	IIIB3	16	3	IIID5
4	2	IIA4	17	4	IIIB1
5	4	IIA3	18	2	IIIA1
6	4	IIIA2	19	2	IB
7	3	IVB1	20	2	IVD5
8	1	IIID4	21	2	IVD6
9	3	IVD2	22	1	IVE10
10	4	IIB2	23	4	IIIC2
11	3	IIIB2	24	3	IIIC2
12	4	IVC1	25	1	IIID3
13	1	IA2			

¹Content Area refers to the location of the question topic in the content outline.

**Ask your advisor how these Excelsior College Examinations
can move you closer to your degree goal.**

Examination	Credit Hrs.	Examination	Credit Hrs.
Arts and Sciences		Nursing: Associate Level	
Abnormal Psychology†	3*	Differences in Nursing Care: Area A (modified)①.	4
American Dream†	6*	Differences in Nursing Care: Area B①.	5
Anatomy & Physiology†	6	Differences in Nursing Care: Area C②.	5
English Composition†.	6	Fundamentals of Nursing**	8
Ethics: Theory & Practice†	3*	Maternal & Child Nursing (associate)**	6
Foundations of Gerontology	3*	Maternity Nursing**	3
History of Nazi Germany†.	3*	Nursing Concepts 1.	4
Life Span Developmental Psychology†	3	Nursing Concepts 2.	4
Microbiology†.	3	Nursing Concepts 3.	4
Organizational Behavior	3*	Occupational Strategies in Nursing②	3
Pathophysiology	3*		
Psychology of Adulthood & Aging	3*	Nursing: Baccalaureate Level	
Religions of the World†.	3*	Adult Nursing**	8*
Research Methods in Psychology†	3*	Health Restoration: Area I.	4*
Statistics†	3	Health Restoration: Area II	4*
World Population†	3*	Health Support A: Health Promotion & Health Protection	4*
Business		Health Support B: Community Health Nursing.	4*
Business Policy & Strategy	3△	Maternal & Child Nursing (baccalaureate)**	8*
Ethics: Theory & Practice	3*	Professional Strategies in Nursing	4*
Human Resource Management	3*	Psychiatric/Mental Health Nursing**	8*
Labor Relations.	3*	Research in Nursing†	3*
Organizational Behavior	3*		
Production/Operations Management.	3△		
Education			
Reading Instruction in the Elementary School	6*		

* Indicates upper-level college credit. **These examinations do not apply toward the Excelsior College Nursing Degrees.
† Guided Learning Packages are available for these exams. △ Indicates lower-level college credit for Business Program,
upper-level for Liberal Arts Program. ① Administered through Sept. 30, 2001. ② Administered through Sept. 30, 2002.

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